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THE
MASSACHUSETTS TEACHER.

MARCH 1867.

Volume XX.

W. P. ATKINSON, Editor.

Number Three.

THE KINDERGARTEN.

[From the Edinburgh Museum.]

Considerable notice has of late been attracted in this country by the system of training children in institutions named by their founder *Kindergärten*, or Infant Gardens. In Germany, where Friedrich Fröbel opened the first kindergarten, more than twenty-five years ago, his system soon spread. In the stirring times of 1848, it was the subject of discussion in political meetings; and now, when the state of public life in Germany much resembles that immediately before the year 1848, it acquires again a national interest, with the advantage of being firmly established in most towns of any consequence, as well as in many smaller places. In the late annual conference of German teachers, held at Gera, in the centre of Germany, and referred to in a recent number of this Journal, the merits of the system were set forth by several of the most distinguished representatives of national education. There was opposition, but not so much against the system as against the demand to have it generally carried out as an integral part of national education. The chief objections to the kindergarten came from Austria. Children, it was said, before they are sent to school, ought to be trained at home, entirely under the care of the parents, particularly of the mothers; the kindergarten, which is to receive the children at that

early age, would encroach upon family education and family ties. Another objection was, that the system was too complicated; yet another, that it professed to teach children how to play, which they ought to be left to learn by themselves. There were, as on former occasions, a great number of ladies among the public audience; and all, it appears, were enthusiastic supporters of the kindergarten system, which, far from depriving the female sex of any influence in education, expressly secures infant training to the care of educated females, — mothers, of course, included.

The name of *Kindergärten* was given to these institutions, which, in fact, are infant-schools, for several reasons. They were not called *schools*; for in these, children are trained to *work*, though chiefly with their minds. The term play-school, moreover, would contain a contradiction in terms.

Hence, the somewhat fanciful, but not altogether figurative, name of kindergarten was selected, allowing the poetical lovers of childhood to indulge in the association of a beautiful garden full of happy children with that garden of Eden, in which the human race spent its infancy.

Before proceeding further, we may state that Friedrich Fröbel, who died eleven years ago, was the son of a clergyman in Schwarzburg-Rudolstadt. After making physical science and philosophy his study, he was for some time a disciple and assistant of Pestalozzi at Yverdon. He served as a volunteer under Lützow in the war against Napoleon. Finally, he established, in 1817, a private boarding-school for boys in Keilhau, near Rudolstadt, which from the beginning occupied with credit the rank of a German gymnasium, and which has continued to flourish to this day. Perceiving in his pupils, whom he could not obtain so young as he wished, the harm of previous neglect and injurious influences, he began to turn his mind to the idea of the kindergarten. Leaving the management of his school to some friends, he devoted all his time to the working out of his new plan. He put himself the question, What will prove the best social institution for assisting families in the training of children, from the age at which they have begun to speak and play with some sense, till they can be sent to school to learn to read, write and calculate? This prob-

lem he tried to solve, and, as far as the trial has gone, it has met with signal success.

When Fröbel established his first Kindergarten, in a small town near Rudolstadt, he gained the assistance of several young ladies belonging to educated families, particularly of clergymen, and initiated them into his system. He then lectured on the subject in several towns. In Dresden and Hamburg, where he already found kindergärten conducted by some of his former pupils, he opened classes for ladies, which were well attended. Many of these ladies availed themselves of the opportunity of practically applying the system in the kindergarten placed for this purpose at Fröbel's disposal. All became enthusiastic adherents, and many of them propagators of the system. His lectures on education attracted large audiences, especially in Hamburg, where they contributed to impress several gifted ladies with a lively feeling of the want of a higher cultivation of the female mind than was generally obtained in ladies' schools.

An attempt was made to establish a college for ladies, in which the study of the principles and the practice of the art of education were to be the foundation, the centre of all the other studies, such as literature, physical science, physiology, philosophy of the mind, etc. For female students, desirous of finding a suitable residence, there were to be boarding-houses, some with a kindergarten attached to them, and each superintended by one of the professors, who was to reside in it with his family. The college started prosperously; but, soon after, in 1851, Fröbel's system of education was denounced and forbidden by the Prussian Government, at that time the most bigoted and reactionary in Germany. The death of Fröbel followed, and these enterprises suffered a check. The kindergarten, however, though forbidden in Prussia, continued in Hamburg and elsewhere. Even in Berlin, one or two prospered under a changed name. By some ladies of Hamburg, who had supported Fröbel's system, it was, in 1851, introduced into London, where it is now gaining ground, and securing zealous advocates. *A Practical Guide to the Kindergarten*, lately published, has already passed through two editions.

The period of childhood, for which the kindergarten is designed,

comprises about four years, beginning in the third, or even sooner. It is not designed to supersede family education, where this really exists; it is to supply it where it is not to be found. It is not to break in upon the sacred family tie between parent and child, but to strengthen, to revive it, where civilization has made it powerless. It is to be an organic link between family and school, improving both. Wherever it can be done, the kindergarten is to be a part of the family establishment; and, only where circumstances will not allow this, as in the great majority of cases, it is to be a more detached institution. In all cases it is to be a family arrangement. The system may be applied to the children of the working classes and of the poor, who have, for the most part, been allowed to be without any proper training, or are crowded into infant asylums. The chief difficulty in this case will always be found in the great numbers of children, as many as two hundred, brought together to be cared for by one or two females, who will not be able to treat each of them with the same loving care with which a mother would treat her own child. Where such care is impossible, there can be no kindergarten; there may be an infant school, an infant asylum, but no family education. It was particularly for the children of the working population that Samuel Wilderspin worked out his admirable *System of Infant Training*, agreeing in principle entirely with the kindergarten, though in detail the two systems, "invented" at the same time, but quite independently of each other, could not but differ considerably.

The objects of the kindergarten may be considered under three heads. In the *first* place, it is to protect the children from the hurtful influences of nature, and from the corruptions of society. *Secondly*, it is to provide the most improving kinds of play and occupation for children, as well as the purest, most devoted moral guidance, where that of the mother has been removed. *Thirdly*, it is to afford the basis of cultivating the art of infant training, and a knowledge of the principles of education among females. To obtain the *first* object, a spacious, airy, dry room, with a garden attached to it, is to be procured by the united efforts of several neighboring families. Twelve will be found a convenient average number of children for one kindergarten. There should not be more than

twice that number, nor fewer than half. From room and garden must be removed all objects that might injure the children during their play, or might be destroyed by them. The dress of the children must be simple, calculated to stand tear and wear.

An incalculable amount of moral injury is kept from the children by the kindergarten, which removes them, at least for the best part of the day, from persons unfit for infant training. All persons are unfit to educate who are themselves not educated, or educated badly, — which, with the grown-up persons, comes nearly to the same thing. Therefore all domestic servants are unfit company for children, as was preached by Locke nearly two centuries ago. In the case of mothers alone, and of the nearest female relatives, it may be supposed that love and instinct make up for the want of skill in education to a certain degree. But the females, who, as hired servants, have so much to do with the early training of our children, are notoriously incompetent in both respects. Their kindness is apt to turn into flattery; their strictness into cruelty. Many of them are abusive in language, vulgar in sentiment, in behavior, in everything. Their moral standard is generally low; their opinions and notions are disfigured by prejudices, ignorance and superstition. Yet it is to these persons that we intrust our children, at the very time that their natures are most tender and pliant, and when their dispositions are forming for good or for evil. It is one of the chief merits of the kindergarten system that it saves our little ones from being exposed to such influences; for uneducated females are expressly excluded from all share in their management. At the age in question, moreover, children are particularly unfit for being left to their own society, though they are so much the more benefited by being collected around their trainer. In one sense they are innocent, — innocent of the distinction between good and evil, right and wrong. But allow them to congregate as an untended flock, and there shoots forth a growth of rank passions, as anger, violence, cruelty (particularly to animals), destructiveness, jealousy, cowardice and folly. But bring these children together, with their minds turned, not against each other, but towards the superior mind of an educated person among them, who has food for their minds in store, who gives them games and improving occupations,

whom therefore they love and revere; and their natures seem changed, — the animal part tamely serves the angelic. Such is the power of the kindergarten. It is the garden in which the divine part in man is to be cultivated from infancy.

The *second* and positive object of the kindergarten is to supply the children with the favoring influences of Nature and civilization, and to secure for them the best moral guidance.

Of the natural objects which should surround children, the most beneficial will be the *garden*, with grass-plot, gravelled walks, some banks of sand, clay, or mould, some water, stones, vegetation, — more or less according to circumstances. A supply of natural products for play-material, such as leaves, flowers, fruits, seeds, shells, feathers, pebbles, sticks, thorns, bark, moss, etc., will be collected in walks with the children. There is nothing that gives children more improving pleasure than such foraging expeditions, which indeed form an important part of the system. It is wonderful what an infinite variety of purposes such material will be put to spontaneously by the children, how much inventive power it will develop, and how useful all this may be made for a knowledge of Nature, at a later stage.

More important for later scientific knowledge are the artificial products which are to serve for playthings. Ready-made toys are almost entirely excluded from the kindergarten, and should be nearly so from the nursery. Their influence is considered of as little value for children as that of ready-made truths or opinions for scholars, in matters in which, by proper tuition, they ought to be enabled to judge for themselves. The best use that children generally make of toys is to break them, by examining how they are made, and what they are composed of, and by trying to make of them something to their own taste. For such naughtiness, which, however, cannot happen in the kindergarten, they are, of course, punished in the nursery. Something ready-made, however, is necessary; only it should be simple, and not too plentiful. The kindergarten gives what is required in the shape of useful material, and the most simple tools, — cubes, bricks, and mosaic tablets of wood and stone; little sticks of the shape of matches, of certain proportionate lengths for laying figures, or sharpened to be stuck

into softened peas for forming the shapes of crystals and other wonderful structures; paper for folding and cutting out figures and ornaments; clay for modelling; scissors, harmless knives, slates, pencils, and other similar things. Here also it is quite wonderful to see what little children will make of and with such playthings; how much they prefer them to the toys of the old nursery *régime*; how skilful their little hands become; and how much more their minds are intent on constructing than on breaking them. But when the play-room, the garden and playthings are provided, success will still depend on the manner in which they are used, and therefore on the person who conducts the children's occupations. For this most grateful — though by no means easy — duty, a class of persons must be secured who are naturally fond of children, and inclined to enter into their feelings; who easily perceive their wants, and are rich in resources to supply them, — persons of a pure, loving heart, a cultivated mind, and possessed of the accomplishments which grace our educated females: for they must be able to sing songs, invent games, tell stories, and draw pictures to illustrate them; know something of natural history; have a distinct notion of the powers of the human mind and the general laws of their development, and understand the principles of moral philosophy, — at all events, sufficiently to know that a child must not be treated as a responsible agent, and can hardly deserve punishment, any more than an animal or a table. By such a knowledge alone can the gross mistakes so commonly committed in the training of children be avoided. Excepting mothers, no other class of persons can be fit or worthy to reign in the kindergarten but the well-educated and accomplished young ladies of modern society, — the very class with whom at present we do not know what to do. Social science is clamorous in demanding for a large portion of that class a more useful employment than to wait for husbands. Let the kindergarten system become general, and the proper employment is found, to the great benefit of every future generation. It may with reason be maintained, that, if every able-bodied man should be prepared to be a soldier, every female should be equally qualified to educate children. The country has not always enemies to be killed, but it has always a young generation to be reared.

Rank makes no exception as to the soldiers; so ought also the claim on the female sex to train up the new generation be general. In whatever rank the kindergarten be established, its training will be worthy of an offspring destined to become free moral agents, conscious of immortality. In Germany, the land of education, it has from its beginning been favored by the great of the land. The mother of the Comte de Paris took her little son to a kindergarten near Eisenach, in which he received some of his earliest education. And princesses have, in the kindergarten, tried their hand at infant training.

In the *third* place, then, the kindergarten is to form the basis of cultivating the art of infant training, and a knowledge of the principles of education among females. And because education, physical, moral and intellectual, cannot be made an object of study without being itself acquired both before and through its study, the kindergarten has suggested the plan of connecting with such institutions the highest or finishing education of the female sex. Where there are favorable localities, there are to be established model infant schools, for practical demonstrations of the system, with courses for female students in all branches bearing upon the education of children, both within and beyond the limits of the kindergarten. And what sciences and arts do not bear upon this subject? If there be some minimum of knowledge and proficiency in a subject that must be possessed before it can be taught, there is no maximum that may not be surpassed. The ability to sing a little song well, and accompany the children on the piano, which belongs to the kindergarten, will not be impaired by such proficiency as will do for the drawing room. To draw a scene, including animals and persons, on a school board, — the greatest delight of the little listeners to a wonderful story, composed, of course, or arranged by the drawer herself, — though not requiring the talent of a Rosa Bonheur, may test the skill of an artist. To make a set of little boys form the five regular solids with sticks stuck into softened peas, and likewise pyramids, prisms, plane figures, etc., and give them the right names; or to divide a cube into its fractional parts, and let the children perceive that one eighth is exactly two fourths! — according to the notions of

some elder arithmeticians, who guess that a twentieth must be two-tenths — these mathematical plays, the most improving of the kindergarten, demand a knowledge of geometry, the sounder the better. Why do young ladies learn geometry? Here is a useful and worthy object. But there is much more to be done. Children will as easily learn French and German songs in the kindergarten as they learn to talk French and German in the nursery. Then there are a thousand questions about matters of natural history and physics. "Why does the brook always flow? Why does a ball fall, a soap bubble rise? Why do stones from a plum pie not grow? Why do flowers stuck in the sand wither so soon?" The wisdom of the deepest philosopher may be insufficient for answering some of these; but a judicious reply, striking out the first spark of reflection, may start the germ for the later researches of a Newton. Such finishing classes for the female sex belong as a necessary part to Fröbel's system; for without them there will be no qualified persons to conduct a kindergarten.

The most essential part of the whole system is the methodical arrangement of the exercises and the games, and the explanations given by Fröbel for those who are to conduct them. To know them all is quite a study; to apply them well, an art; to understand their significance, their effect, the order and manner in which they ought to be given to the children, is a science. The infant trainer must know what to select from the great store, so as to suit the different ages; how long to continue one exercise so as not to overstretch the faculties. There is a great power united in her hands; and, not to misuse it, she must well understand the infant nature on which it is exercised.

The kindergarten proceeds from the Pestalozzian system. Some of its principles were already laid down by Locke. It forms one of the consequences of that principle of modern education which aims at the perfect cultivation of the human individual. *Individual perfection*, this is to be the grand result of education; and the way to it, the method, is the free development of the mental faculties. Fröbel saw this principle enjoined by Christianity: "Be ye therefore perfect, even as your Father in heaven is perfect," and considered his system eminently Christian. He tried to carry out the

developing method in all branches of instruction in his school at Keilhau, and then applied it to infant training. This method may be defined as education guided by a true knowledge of human nature, or by the philosophy of the human mind. A little of that knowledge shows that the education of the youngest requires the greatest skill; because everything belonging to their education must be done for them, whilst, as they grow older, they learn more and more to educate themselves, till, at the age of manhood (with men about the twenty-first year), they are left to self-education. Thus, as young people grow older, the educator has less and less to do for them. When, with the sixth or seventh year, the child begins to reflect, he is capable of conceiving general purposes, though in particular cases; and of employing means for them,—that is, of *working*. His *trying* to get and use the means for the end, is *learning*. Now the child is fit for school. The occupations of the kindergarten, however, are merely a play of learning, a playing at school; and in this sense the kindergarten is a *play-school*, in which, if children are not exactly taught to play, they are guided how to play. They are full of activity, and all that is wanted is the supply of proper material, and liberty to exert their powers upon it. These powers are imagination,—first betrayed by *imitation*,—and the impulse of the will to produce some certain result.

The first plays are imitations of motions and actions which the children have perceived, and which the trainer takes advantage of, in order to teach them graceful motions of their limbs and bodies. Of the quiet games, the most simple are those with the natural products obtained from their walks. Next come those with the divided cube, for which each child is supplied with a box containing a cube divided either in eight cubes, in eight bricks; or in twenty-seven cubes, some with diagonal sections; or in twenty-seven bricks with subdivisions. These parts are first applied to the construction of familiar objects, as houses, chairs, tables, everything which may be included under the *forms of use*, and which are interesting even to the youngest. The *forms of beauty* and symmetry require more sense. And last of all come the *forms of knowledge*, which familiarize them with the properties of the cube, and the names of its sides and lines. Then tablets are introduced, some of equilateral-trian-

gular shape, which impress them with the peculiarity of the numbers three, six, nine, as squares do with the numbers two, four, eight. At last, sticks and peas, or sticks alone, serve as material for forms of use, of beauty and of knowledge. The latter may lead far into a knowledge, of course, merely intuitive, of geometrical relations and laws. But we have no room for this interesting detail.

The age of from three to seven years seems to be the period of fantastic invention, in which latent genius is formed, and which may be compared with the ploughing and sowing season of husbandry. This most important season of childhood, however, how often is it allowed to pass neglected! Poor children in the country are often better provided with right occupations than the children of the rich, which may in some measure account for the genius which springs up in country colleges. It will thus be observed, that the material given to children is at first the most natural, and is followed by the more and more artificial. The latter, again, is given at first, in the most simple and palpable shape, and is followed by representations of abstractions more and more removed from the concrete. The highest intellectual effort in the Kindergarten is the Pestalozzian *form-drawing* on slates, or drawing books ruled over with small squares. This drawing, though entirely under the rule of imagination, prepares for proper drawing, for writing and for geometry, better than anything else. Children at an early age become excessively fond of it, consider it quite as an amusement, and yet will work at it an hour without getting tired, so that it may be necessary to check their eagerness.

Of poetry accompanied by music, great use is made in the kindergarten, which offers a most extensive field of renown to the poetical and musical genius of ladies who love children and the pure joy of their paradise. In Germany, Hoffman von Fallersleben has shown, by his "*kinderlieder*," that verses which please little children may have poetical charms for every period of life; and some of the best composers have added to the beauty of the words by their graceful compositions. The first visible effect of a well-conducted kindergarten on the children, is, that it tames them. They soon betray that their happiness is increased. Though more gentle, they become more lively. Their affection for their trainer, *die kinder-*

gärtnerin, is great; yet their love to their parents does not seem to diminish. It is found that at home they are much more quiet, because they soon find a quiet amusement, and eagerly engage in it. The genial occupation of their brain, combined with the bodily exercises, and the happy humor in which they seem to be for hours when in the kindergarten, cannot but favor an increase of their natural faculties. There has been a complaint, that when children from the kindergarten are sent to schools, they become restless and inattentive, particularly in large classes. The fault may in this case be with the school, not with the kindergarten. A most loyal Englishman, transplanted across the Channel, may not only be found most troublesome, but have to suffer in prison as a rebellious subject. Children learn order in the kindergarten, even military order in their occupations; but they do not learn to sit idle, to do what they do not understand, to listen to what cannot interest them, — what gives them nothing to do, merely something to suffer.

A generation that has passed through the developing system which begins in the kindergärten will have learned self-command or virtue, will be possessed of pure and genuine taste, and will be independent in thought and action. As a striking testimony to this effect, we may take the proceedings of the Prussian Government against that system since 1850. Fichte, in his *Reden an die Deutsche Nation*,* had recommended national education on the developing system; Jahn applied it to physical education by his *Turnwesen*, or gymnastics, which quickly spread over Germany, and was as quickly put down as politically dangerous. Fröbel tried to apply it to general education; but the German governments, particularly Austria and Prussia, were frightened at the spirit of independence from which the system proceeded, and which it fostered. Prussia, receding more and more from her glorious efforts of 1813, has now almost eradicated the developing principle from her national education, once so renowned. But a better spirit is alive again in Germany. *Turnen* is again flourishing, and national education on the developing principle again appears as one of the great objects of the interest of the German nation.

* Addresses to the German Nation.

The consequences of the kindergärten system on the female portion of the population will proceed from two sources at once,—from the better training of the children, and from the more complete education of those who are to train them. The advantages of a system which places infant training in the hands of educated females can, perhaps, not be too highly estimated. In Germany the success of the system is, by the opinion of a large party, identified with the realization of “the true mission of women.”

KARL FRÖBEL.

THE DRILL-MASTER,—THE TEACHER,—THE EDUCATOR.

THE distinction suggested by these words is more or less familiar to every one who has given any attention to the subject of education. In a general sense, indeed, all who are engaged in the work of instruction are called teachers; but it is well understood, not only that they differ from each other as good or bad teachers, but that there are certain radical differences which separate them into classes, and which entitle some to be called *Educators*, others in a more restricted sense *Teachers*, and others still mere *Drill-masters*. It is of these fundamental *class* distinctions that we wish briefly to speak.

1. The *Drill-master* is distinguished by his dependence on *memory* and *rule* in his instructions. He treats the mind of the pupil as a vessel, whose only office is to receive what is poured into it; or, at the best, a mere machine, worked not from any force within itself, but wholly by outward appliances. In either aspect it is surpassed by the Oxford Tables, or a good encyclopædia, or Babbage's Calculator. In his esteem, the best text-book is that which demands the least thought from him or his pupil; the catechism is the ideal form.—stereotyped question and answer admirably superseding the necessity of reflection and research. With him, he is the *medal* scholar—for it is this class of instructors who are the most obstinate sticklers for prizes, medals and flog-

gings—who can rattle off most glibly pages of history, long strings of meaningless dates and names, and innumerable formulæ, tables, rules, with those formidable lists of exceptions, which are found to form such juicy and nourishing food for the young mind. To him all teaching is comprised in the one word, *drill, drill, drill*, the beginning, middle and end of his lifeless work. He regards the memory as the leading faculty of the mind, that which more than any other is essential to high scholarship and distinction, which especially placed Everett above all others of his time as a peerless scholar. A description this, which might seem an absurd caricature, were we not almost literally quoting the recent language to ourselves of the principal of a popular and much-lauded school. Of this mechanical, memoriter style of teaching there are indeed, even yet, far too many examples, both in text-books, instructors, and schools. It is deliberately asserted, for instance, that any attempt to interest the pupil in his studies, or lead him to an intelligent appreciation and enjoyment of the Greek and Latin authors, is utterly absurd,—a mere waste of time; that the translation of Cicero and Virgil and Homer and Xenophon is simply a matter of grammar, syntax and the lexicon, with which the memory alone is concerned. If the mind is to be so treated in one department, then as well in every other; and one who so treats it has surely not risen above the grade of a petty drill-master.

2. The *Teacher* is on an altogether higher plane. He deals with ideas rather than words; principles rather than rules; the spirit more than the letter. The mind to him is a living organism, moved by internal forces; to be fed, nourished, developed, by its own active thought. He kindles interest and enthusiasm by taking the pupil away from the dry page, and imparting personality to the subject by his living voice. The text-book he likes best to use is one which does not give the dead rule, showing what crank to turn in order to grind out the required result, or merely seek to cram the mind with rote-learning; but which does the most to excite individual thought, call into exercise the ingenuity of the pupil, and lead his mind to perceive the underlying principles from which he can deduce his own processes, and reach an intelligent result without the conscious use of any set rule. Thomas Hill's Second Book

in Geometry, and Chase's and Dana P. Colburn's Arithmetics, are admirable examples of the kind of book we mean. They are the abomination of the drill-master. The average teacher does not like them. There is no refuge or comfort in them for the lazy, indolent or ignorant, whether instructor or scholar. But the *genuine* teacher gives them hearty welcome, as efficient helps in his great work. For in his school-room is found no "grindstone," so pithily denounced by D'Arcy Thompson,*—only such agencies as are fitted to influence the living mind, not dead matter. The mere correctness of the result is to him of less moment than a thorough understanding of the process. All his means and appliances are mental, not mechanical. The best scholar, in his eye, is he whose mind is roused to independent thought; who is ingenious in suggesting original proofs and methods; who seeks rather to master the fundamental thought and essential principle than to reach a certain dead result; who is excited to an intelligent appreciation and enjoyment of his work, whether it be the analysis of an English sentence or of a wild-flower, the reading of Shakespeare or Cicero or Homer or Molière, the construction of the *pons asinorum* or of the locus of the hyperbola, the study of history or of mineralogy, the drawing of maps or the solution of a problem in algebra. Such is the *teacher*,—as much superior to the *drill-master* as mind is nobler than matter. "Rule-teaching," says Herbert Spencer, "is now condemned as imparting a merely empirical knowledge; as producing an appearance of understanding, without the reality. To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. . . . While rules, lying isolated in the mind, not joined to its other contents as outgrowths from them, are continually forgotten, the principles which those rules express piecemeal, become, when once reached by the understanding, enduring possessions. Between a mind of rules and a mind of principles, there exists a difference such as that between a confused heap of materials, and the same materials organized into a complete whole, with all its parts bound together." Of such teachers

* Day-Dreams of a Schoolmaster.

as we have described, we are glad to believe that we have very many in our public and private schools; and it is the peculiar glory of our Normal Schools that so large a proportion of their graduates stand high upon the list.

3. But the *educator* takes a higher rank yet. His prime distinction is, that he looks upon his work as a *science*, as much as an *art*; a *profession*, rather than a *trade*. It is not a mere occupation, which he takes up to earn his daily bread; but a work, which calls for his best thought, and is fit to engage his noblest powers. The educator, in the true sense, is not always a practical teacher, — nay, even if he attempt the work of instruction, he may be far from successful; for that requires a tact, skill, and patience in details, which he may lack. But every teacher rises so far into the rank of an educator, who takes up his work as a profession, labors in it *con amore*, and gives to it all the energies of a philosophic and well-disciplined mind. The educator, again, has made a study of the mind, the laws and process of its development, what faculties first become active, and what are the normal conditions of its growth. And, as closely connected with this, he has carefully determined for himself in what order the various branches of study should be presented to the pupil; the relative importance of different studies for mental development or practical use; at what stage of the pupil's progress, dependent on both the laws of the mind and the logical sequence of ideas, any branch can be most profitably pursued.

Such is the *educator*, — a broad, philosophical thinker, who dignifies and ennobles his work, and to whom there is nothing petty or mean in the profession, because of the large view and generous thought which give something of grandeur even to its wearisome details.

T. P. A.

GLEANINGS.

PUBLIC EDUCATION. — A good practical system of public education ought, in my opinion, to be more real than formal; I mean, should convey much of the positive knowledge, with as little atten-

tion to mere systems and conventional forms as is consistent with avoiding solecisms. This principle carried into detail would allow much less weight to the study of languages (especially of dead languages) than is usually considered its due in our great public schools,— where, in fact, the acquisition of the latter seems to be regarded as the one and only object of education; while, on the other hand, it would attach great importance to all those branches of practical and theoretical knowledge, whose possession goes to constitute an idea of a well-informed gentleman,— as, for example, a knowledge of the nature and constitution of the world we inhabit; its animal, vegetable and mineral productions, and their uses and properties as subservient to human wants; its relation to the system of the universe, and its natural and political subdivisions; and, last and most important of all, the nature and propensities of man himself, as developed in the history of nations and the biography of individuals; the constitutions of human society, including our responsibilities to individuals and to the social body of which we are members; in a word, as extensive a knowledge as can be grasped and conveyed in an elementary course, of the actual system and laws of nature, both physical and moral.

Again, in a country where free institutions prevail, and where public opinion is of consequence, every man is, to a certain extent, a legislator; and for this his education (especially when the government of the country lends its aid and sanction to it) ought, at least, so far to prepare him as to place him on his guard against those obvious and popular fallacies which lie across the threshold of this, as well as of every other subject with which human reason has anything to do. Every man is called upon to obey the laws, and therefore it cannot be deemed superfluous that some portion of every man's education should consist in informing him what they are. On these grounds it would seem to me that some knowledge of the principles of political economy, of jurisprudence, of trade and manufactures, is essentially involved in the notion of a sound education. A moderate acquaintance also with certain of the useful arts, such as practical mechanics or engineering, agriculture, draftsmanship, is of obvious utility in every station of life; while in a commercial country the only remedy for that proverbial short-

sightedness to their best ultimate interest which is the misfortune rather than the fault of every mercantile community upon earth, seems to be to inculcate, as a part of education, those broad principles of free interchange and reciprocal profit and public justice on which the whole edifice of permanently successful enterprise must be based.

The exercise and development of our reasoning faculties is another grand object of education, and is usually considered, and in a certain sense justly, as most likely to be attained by a judicious course of mathematical instruction; while it stands, if not opposed to, at least in no natural connection with, the formal and conventional departments of knowledge (such as grammar and the so-called Aristotelian logic). It must be recollected, however, that there are minds which, though not devoid of reasoning powers, yet manifest a decided inaptitude for mathematical studies; which are estimative, not calculating; and which are more impressed by analogies, and by apparent preponderance of general evidence in argument, than by mathematical demonstration, where all the argument is on one side, and no show of reason can be exhibited on the other. The mathematician listens only to one side of a question; for this plain reason, that no strictly mathematical question has more than one side capable of being maintained otherwise than by simple assertion, while all the great questions which arise in busy life and agitate the world are stoutly disputed, and often with a show of reason on both sides, which leaves the shrewdest at a loss for a decision.

This, or something like it, has often been urged by those who contend against what they consider an undue extension of mathematical studies in our Universities. But those who have urged the objection have stopped short of the remedy. It is essential, however, to fill this enormous blank in every course of education which has hitherto been acted on, by a due provision of some course of study and instruction which shall meet the difficulty, by showing how valid propositions are to be drawn, not from premises which virtually contain them in their very words, as in the case with abstract propositions in mathematics, nor from the juxtaposition of other propositions assumed as true, as in the Aristotelian logic; but

from the broad consideration of an assemblage of facts and circumstances brought under review. This is the scope of the Inductive Philosophy,—applicable, and which ought to be applied (though it never yet has fairly been so), to all the complex circumstances of human life, to politics, to morals and legislation, to the guidance of individual conduct and that of nations. I cannot too strongly recommend this to the consideration of those who are now to decide on the normal course of instruction to be adopted in your College. Let them have the glory—for glory it will really be—to have given a new impulse to public instruction, by placing the *Novum Organum* for the first time in the hands of young men educating for active life, as a text book, and as a regular part of their college course. It is strong meat, I admit, but it is manly nutriment; and, though imperfectly comprehended (as it must be at that age, when the college course terminates), the glimpses caught of its meaning, under a due course of collateral explanation, will fructify in after life; and, like the royal food with which the young bee is fed, will dilate the frame, and transform the whole habit and economy. Of course it should be made the highest book for the most advanced classes.—*Sir John Herschel.*

WHAT EDUCATION CAN DO.—Why is it that towns in New England, seemingly alike, so often yield such different contributions of talent and activity to the State? Why is it that from some one secluded and unpretending village there have not unfrequently gone forth in a single generation a surprising number of powerful and useful minds? Search into its history, and you will find that at some time the public spirit, either of the community or of individuals, has there provided superior means of education for the young, and so developed talent which else had slumbered in neglect. There was a spirit in advance of the age, and it is rewarded by furnishing to the age its leaders. . . . I could point you to a small town* in Massachusetts, which thirty years ago was little more than an agricultural village. A single individual, of limited means, but of large views, made that place his residence. He interested himself at once in the cause of education in the town. He lectured on the

* Amherst.

subject. He reached the good sense of the people. They united to establish an academy of the first order. The town rapidly advanced in consideration. It became the resort of scholars from a wide circle of country around. It was soon prized as a place of residence, and in twenty years the property of the town has increased in value six fold. The academy has since grown into a college, and is educating hundreds of the choicest minds of the State. How much will that town have reason forever to rejoice in the interest taken by NOAH WEBSTER in its educational concerns! — *Rev. Wm. A. Goodrich, 1852.*

THE NEGLECT OF PHYSICAL SCIENCE. — The fearful death-rate of many of our large towns, and the neglected and unsanitary state of our villages, show that whatever our legislation may have been, it has yet failed to produce any great impression on the mass of our population; dirt and filth, disease and death, keep pace with our activity. . . . But if the law is inefficient or unacted upon, it arises from the want of knowledge on the part of the people themselves. Not only does this ignorance tell upon the legislature, but, even were it possible for the legislature to provide all the conditions of a healthy existence, the object would not be obtained, unless the people were sufficiently instructed to avail themselves of the rights thus conferred upon them. I have alluded to some of the great facts upon a knowledge of which our healthy existence depends. It is in vain that the legislature enacts a plan upon which houses shall be built to insure ventilation, unless the inhabitants of these houses understand the worth of fresh air. In vain is fresh water brought to our doors, if in our indolence and ignorance we refuse to use it. There must be intelligence both in the legislator and those for whom he legislates, if we are to take advantage of our present knowledge of the laws of life to secure us from disease and death.

When one sees how little is the effort made to introduce into our general system of education a knowledge of those great laws of physics, chemistry and physiology on which our life depends, one is filled with dismay at the prospect before us. When the leading educationists in our country are carrying on a controversy as to whether in our examinations the highest rates of marks shall be given to classics, mathematics, history or modern languages, one

feels that they are quarrelling over dry bones, and forgetting all that which gives life and reality to our existence. It is not till the great facts of the natural sciences shall take a proper position in the study of our schools and universities, . . . and the great laws are taught by which the Creator governs the life of the world, that we can expect the people to exercise that judgment and self-control with regard to their health, the want of which causes the sacrifice of holocausts of victims every year. — *Dr. Edwin Lankester.*

COMPETITIVE EXAMINATION FOR PUBLIC OFFICES. — We can scarcely conceive a deeper injury inflicted on the primary and secondary education of the country than that it should be moulded and directed with the direct purpose of enabling its pupils to pass competitive examinations for government appointments. As it is, the system of prizes, of pressure, of show, of shining, ostensible results, is producing an effect that is worse than questionable. The master is more bent upon cramming the memory than cultivating the mind of his pupils; upon filling the soil rather than preparing it; upon working his boys so as to make a creditable appearance on a show day, rather than in laying that solid foundation which will make them sensible and successful men in after life, upon forcing those promising scholars who will do him honor, rather than upon aiding those more numerous slow ones to whom he owes especial duty. Every one conversant with primary schools, in particular, knows how great is this danger. Inspectors look for specimens; parents look for positive, obvious attainments. Real mental improvement and strengthening is too commonly unsought for and unperceived by both. The peril and the mischief of our present improved popular education is in its tendency and temptation to prepare scholars for examinations, instead of preparing them for life; and our Reformers, in their headlong course, propose to augment this temptation and this tendency tenfold, by dangling before the eyes of schoolmasters and scholars throughout the land the glittering bait of a government appointment! — *English National Review.*

FLOGGING IN ENGLISH SCHOOLS. — "In 1809 began the mastership of Keate, four feet high, with the pluck of ten battalions" —

we quote from the author of 'Eothen, "with shaggy red eyebrows, so long that he used them as arms and hands, for the purpose of pointing;" horrible in temper, and clothed in the old master's costume, which Mr. Kinglake describes as "a fancy dress, partly resembling the costume of Napoleon, and partly that of a widow woman." A clever plaster caricature of him, by an Italian, had an enormous sale. As the modeller said, "Yes, sare: Eton gentlemen bang him many times; they have much pleasure to break his head." Many are the ludicrous stories told of him. He was greater than Malim at flogging. Once the masters had to send up lists of all the boys in their respective forms prepared for confirmation. One of them prepared his on a paper of the exact shape of the usual "flogging bill," and sent it to Keate. The latter asked no questions, but mercilessly flogged every candidate on the list. "Keate's time" forms a well known era in modern Eton history. — *Etoniana*.

SONNET.

BY WM. LLOYD GARRISON.

How shall my love to God be clearest shown?
 He nothing needs of all that I possess;
 Nothing it costs lip homage to express,
 In sackcloth and in ashes to lie prone,
 Sin in the abstract loudly to bemoan;
 Easy it is religion to profess,
 And praise and magnify Christ's righteousness;
 For this requires but empty breath alone.
 By cleaving to the truth, when under ban,
 Striving to break Oppression's iron rod,
 Bearing the cross where freedom leads the van,
 Shunning no path by faithful martyrs trod,
 And loving as myself my fellow-man,—
 Thus clearest shall I show my love to God.

— *Independent*.

Editor's Department.

THERE is on the books of the *Massachusetts Teacher* a long list of names of delinquent subscribers. Some teachers, in receipt of good salaries, have been willing to continue in our debt two, and even three, years. This is not creditable to the profession. *The Teacher* cannot, in these times, be published for nothing, and is in want of all its subscriptions to pay its own debts. We ask no teacher to take our paper who is not able to pay for it; but we must, in behalf of our Treasurer, request all who are in our debt to make immediate payment.

We would say also to subscribers for the current year, that their \$1.50 is worth a good deal more to our Treasurer in the early than in the later part of the year.

By an arrangement with its conductors, we have received the subscription-list of the late Vermont School Journal, and are glad to find that so many Vermont teachers consider our little periodical a good substitute. As we go to press, we have also received the subscription-list of the now discontinued Connecticut Journal, and trust we shall be equally fortunate in that State. We need not say that we should be glad to receive not only subscriptions, but also literary contributions, and to give room to items of educational intelligence, both from Connecticut and from the Green Mountain State. We need hardly point out to our advertising friends, the increased value this arrangement will give our journal as an advertising medium.

THE TEACHERS' ROOM.

We are happy to be able to announce that an arrangement has been made by which the teachers' head-quarters will remain at 119 Washington Street, and that on and after the first of March, the room will be open and warmed, throughout the day. All teachers are cordially invited to visit the room, where they will find files of all the educational journals of the United States, together with specimen copies of new school-books, and other things interesting to the profession.

The teachers' meetings will be resumed; the next one taking place Saturday, March 2, and beginning at 3 o'clock. They will be continued on the first and third Saturdays of each month, till vacation.

THE NORMAL SCHOOLS.

The examination of the Framingham Normal School took place Jan. 29, and was an occasion of special interest, as being the first that had taken place since

the school has been under the exclusive charge of women as teachers. We need hardly say to any acquainted with the school, that it was an entire success, and that the pupils appeared to great advantage.

The exercises of examination were as follows:

Natural Philosophy, senior class, conducted by Miss Charlotte C. Stearns, assistant; Arithmetical Combinations, senior class, by Miss Anna J. Stone, of the advanced class; Astronomy, senior class, by the Principal; Elocution, by Miss Irene A. Poole, of the advanced class; Mental Philosophy, senior class, by Mrs. Frances A. Rich, assistant; Object Lesson, senior class, by Miss Sophia E. Faulkner, of that class; English Literature, senior class, by Miss Ellen Hyde, assistant; Teaching Exercise, by Miss Maria S. Eaton, of the senior class; Theory and Art of Teaching, senior class, by the Principal; Drawing, by Miss Christine Chaplin, teacher of that branch; Reading, senior class, by Mrs. Rich.

In the afternoon, the exercises of the graduating class took place in the Baptist Church, and essays were read by the graduates in the following order: "Money," by Maria S. Eaton; "Victory Through Defeat," by Kate H. Tilden; "Comparison of Mrs. Browning and Mrs. Hemans," by Charlotte A. Fitch; "Mist," by Mary L. Ives; "Newspapers," by Kate L. Porter; "Difficulties of Composition," by Lucy Rice; "Change," by Mary L. Gamwell; "The Garland of the Year," a poem, by Marianna Clough; Valedictory, by Sophia E. Faulkner. Essays written by Miss Abby P. Kelley of Blackstone, of the advanced class, and Miss Mary C. Henry of Westborough, of the senior class, were omitted from want of time.

The following are the names of the graduates:

Advanced Class. — Amelia Davis, West Newton; Sarah E. Fiske, Framingham; Mary L. Ives, Holyoke; Abby P. Kelley, Blackstone; Irene A. Poole, East Abington; Lucy Rice, Boston; Anna J. Stone, Saxonville; Kate H. Tilden, Natick.

Senior Class. — Nellie E. Armes, Fitchburg; Sarah A. Bigelow, Northborough; Emma L. Cook, S. Milford; Marianna Clough, Manchester, N. H.; Maria S. Eaton, Worcester; Charlotte A. Fitch, Holliston; Sophia E. Faulkner, South Acton; M. Libbie Gamwell, Holyoke; Mary C. Henry, Westborough; Maria C. Kittredge, Brookfield; Anna F. Moore, Marlborough; Kate L. Porter, Manchester, N. H.; Mary I. Parker, Clinton; Leora H. Parmenter, East Holliston; Mary E. Rogers, Bangor, Me.; M. Arabella Sawyer, Lee, N. H.; Fannie M. Smith, Manchester, N. H.; Anna B. Souther, Worcester; Caroline E. Tozier, Charlestown.

The examination at Salem took place, Jan. 31. The exercises were as follows:

In Mental Philosophy and Logic, conducted by Miss Ellen M. Dodge, assistant; in Arithmetical Combinations, conducted by Miss Mary N. Plumer, assistant; in Vocal Training and Reading, by Miss Ellen A. Chandler, assistant; in Teaching, by Miss Martha E. Abbott, of the advanced class; in Natural Philosophy, by Miss Isabel C. Tenney, assistant; in Calisthenics, by Miss Nerissa J. McLoud, of the senior class; Object Lessons in Natural History, given to a class of Primary School children, by Miss Helen M. Graves, of the senior class; Lesson in

Morals, given to the same class, by Miss Mary J. Spear, of the senior class; Principles and Methods of Instruction, and School Organization and Government, by the Principal, Mr. Daniel B. Hagar.

The following are the names of the graduates who took their diplomas:

Advanced Class — Martha E. Abbott, Lynn; Lucy E. Bacheller, Lynn.

Senior Class — Sarah W. Barrows, North Easton; Caroline A. Beckett, South Danvers; Florence M. Cooper, Newburyport; Susan A. Dutton, Acton; Caroline P. Graves, Salem; Susan Hall, Dennis; Alice E. Holden, Swampscott; Georgiana Lewis, Salem; Julia M. Mann, Salem; Nerissa J. McLoud, Boston; Eliza A. Melzeard, Salem; Caroline M. Osborne, South Danvers; Mary U. Parker, North Reading; Emma E. Purrington, South Reading; Mary J. Spear, Lynn; Sarah E. Thomas, New Bedford; Sarah L. Woodbury, Beverly.

We take great satisfaction in extracting, from the Report of Mr. Hagar, the Principal, the following reply to some statements recently made in a foolish pamphlet published in Philadelphia:

"Some months ago, a gentleman of Philadelphia, originally, I regret to say, from Massachusetts, whose position, more than the weight of his arguments or the correctness of his statements, gives some importance to what he has seen fit to say, issued a large pamphlet, entitled *The Daily Public School*, which has been widely circulated among educators. In this pamphlet, the author seriously calls in question the wisdom of our system of public schools, especially so far as that system includes High Schools and Normal Schools. Inasmuch as he refers particularly to the Salem Normal School, it seemed to me proper, that I should correct his erroneous statements in regard to the Normal Schools of Massachusetts, and attempt to answer the objections he has raised against the Normal system. It was my purpose to do this in the present Report. But, having recently learned that the entire pamphlet is likely to be fully and ably answered by a distinguished educator of Massachusetts, I forego my purpose, and shall simply note one or two of the author's incorrect statements, and present a synopsis of some statistics relating to this school, which may interest this community, and perhaps correct some false impressions which are somewhat common.

"The writer of the pamphlet in question intimates that very little time is given in our Normal Schools to the branches taught in the common schools; that the Normal graduates, if they teach at all, are found chiefly in the higher schools; that very few of them follow teaching as a permanent business; and that they are not publicly regarded with much favor. Such is the purport of some of his remarks.

"What are the facts? I will give them as briefly as possible. In the Salem school, arithmetic is thoroughly taught during three out of the four terms which constitute the regular course. Daily practice in the rapid use of numbers is had from the beginning to the end of the course. English grammar is carefully studied as a science one year, and, in connection with rhetoric and English literature, is pursued through the second year. Geography is a daily study during two of the four terms, and in its higher departments is pursued still longer. Spelling, with defining and etymologies, is a daily exercise from first to last.

Reading, with systematic vocal culture, receives regular attention every week of every term. Nearly all the work of the seniors' term has especial reference to principles and methods of teaching and of school government. In a word, by far the most of the school work bears directly upon the preparation of teachers for labor in our common schools.

"The intimation that the most of our graduates teach in the higher schools is far from the truth; for but a very small portion of them are thus occupied, nearly all being teachers in District and Grammar Schools.

"That few of the graduates follow teaching as a business is clearly shown to be not in agreement with the facts, by statistics obtained at the last triennial convention of the school, and from its former teachers.

"From February 1856 to January 1866, twenty classes graduated. Of six of these classes, every member is known to have taught school; of six classes, between ninety and one hundred per cent have taught; of six other classes, between eighty and ninety per cent; and of two classes, between seventy-five and eighty per cent. Out of three hundred and ninety-seven graduates, three hundred and fifty-three, or eighty-nine per cent, are known to have taught. In 1866, ten years after graduation, sixteen members of the first class were still teaching; and, of all the graduates of the school, more than half were known to be still at work in the school-room. I will here state that ninety of the graduates, being about twenty-two and one-half per cent of the whole number, have been married; and that only fifteen, or less than four per cent, have died. The fact last named would seem to indicate that the work of the Normal School, and the subsequent work of practical teaching, are not remarkably unfavorable to health.

"To the statement of the pamphlet that the Normal Schools in Massachusetts are not regarded with much favor, I have simply to say, that this school, in common with other Normal Schools of this State, can by no means supply the constant demand for teachers. From various parts of the Commonwealth, and from other States, the call for trained teachers is urgent. Whether such things indicate that Normal Schools are lightly esteemed, or not, I leave for others to judge."

His Excellency, Gov. Bullock, in awarding the diplomas, took occasion to employ the following language in regard to these excellent institutions. After contrasting the money expended on our reformatories, with the smallness of the sums appropriated to the Normal Schools, he says:

"Now if it be worth all this to recover one youth, one future citizen of the Commonwealth, surely it is worth none the less to cultivate, to educate, to develop, the virtuous son or daughter, to give to such an one a good setting out in life, a start among the legions of the angels of mercy. And so I plead for the Normal and the public schools. I am sorry to be obliged to say, — but we must accept it as one of the inevitable lessons of our Heavenly Father, taught even to us of Massachusetts, — that it costs us at this present time two hundred dollars a year to support a youth at Westborough, Lancaster and the School-ships, while it costs only fifty dollars per annum to send forth a public teacher from the Normal Schools, armed in glittering panoply for her sublime work. So long, therefore, as the abodes of reform are maintained at an expense of an hundred

and fifty thousand dollars, I rely upon the descendants of the Puritans, that they will not become reluctant or hard-fisted at the charge of thirty-five thousand dollars for these four schools of the public teachers. The perpetuation of virtue and intelligence is cheaper than the perpetuation of ignorance and crime."

The question may well arise whether, if more money were expended on schools for the good, so much would have to be expended in reclaiming the bad.

We hope to be able to give Reports from Bridgewater and Westfield in our next.

SOCIAL SCIENCE.

The following are some remarks made by Mr. G. B. EMERSON, at an adjourned meeting of the Boston Social Science Association, held on Thursday evening, Dec. 27:

The express object of the schools should be to prepare for the business and duties of life. The higher object of the whole of education, at home, in the schools, in the church, in the street, in society and alone, should be so to unfold and train all the powers and faculties of the body, of the mind and of the social and spiritual nature, as to fit the pupil to understand and perform all the offices and duties of life in the best and noblest manner, "justly, skilfully and magnanimously."

To approach as nearly as practicable to acting upon this high idea of a perfect education should of course be the aim in the organization of a system of schools.

The establishment, comparatively recent, in the leading countries of the old world, and in several States in this country, of schools of art, engineering and agriculture, — in this city, of the Institute of Technology, — shows the conviction almost universal, of the importance — indeed, necessity — of enabling the students of the useful arts to avail themselves of the immense resources opened and opened by the vast progress of modern science.

The Technological Institute is the complement, intellectually, of the school system of Boston. Many of the young men will avail themselves of its opportunities. Ought not this fact to be kept in view in the arrangements of the whole course of studies? Ought not the primary elemental ideas of science, ought not the language in which alone they can be expressed, to be made familiar, at the age at which language is most readily learned? Might not such a course be made to take the place of the preliminary questions which Archbishop Whately recommends, not often easily practicable in the courses of lectures by which much of the instruction in this Institute will necessarily be given? Consider how much more interesting lectures are to a person who already has some little knowledge of the subjects treated.

But there are subjects of more universal and commanding importance than any likely to be treated of in the Institute. Such are those relating to the moral education of the children. That this has not received the attention it deserves is apparent from the fact that medals have been allowed, even in the schools for girls; and the emulation they excite has been thought fit to take the place of higher motives in the formation of character.

The formation of character! This is the great work in the education of life; the highest end that can be aimed at in the education given in the schools. Of what use to humanity are transcendent attainments, brilliant accomplishments, or vast powers trained to the utmost, without elevation, delicacy, disinterestedness of character? What has education done for a man if it leaves him coarse, mean, selfish, false, cunning and cruel? The most exalted conception that we can form of a truly noble person is of one perfectly true, just, gentle, courteous, unselfish and charitable towards others, lowly and severely conscientious in himself, and, towards God, full of veneration, and of humble faith and child-like trust.

The most effective instrumentality in forming children to all the virtues, is the influence of the example of the teacher. In the choice of teachers, then, are not courtesy, gentleness, regard for the feelings and rights of others, straightforwardness, superiority to meanness—the qualities that make a gentleman—to be sought, rather than attainment? Is it not better to have a man than a scholar? Habits of gentleness can be formed only by a gentle person. The love of justice can best be kindled in the heart of a child by one who is always just.

A strong objection to medals is that they can hardly ever be conferred without doing injustice. They are awarded justly only when they are given to recognize honest and earnest effort and perseverance, not to distinguish talent and good fortune. The poor, dull boy, who, though ill fitted, with unexercised faculties and a poor memory, and living amongst ignorant people, is faithful and untiring in his efforts, and does the best he can, deserves a medal far more than the bright fellow, from a highly educated family, acquainted with books, and learning well without effort. To be just, the medal should be the reward of desert, not of success. Of what use is it for a teacher to talk about the beauty of justice if he voluntarily, gives an actual lesson of injustice which is felt by nearly every one in the class? The teacher of justice must be just in all his actions as well as words. Never was the necessity of instruction in justice and honesty more apparent than now. Every day we are shocked by cases of enormous dishonesty and injustice. Something is wholly wrong. Is not the school in fault? Are lessons in honesty and justice constantly given in the schools, by example and by precept? If not, they surely ought to be. For, in every school, there are some children who never see an example of honesty and justice at home. The schools ought to make up for the deficiencies of home.

"The wisdom that is from above is first pure, then peaceable, gentle, easy to be entreated, full of mercy." Of what avail is it for a teacher to dwell upon the beauty of gentleness, and, in the same hour, to be seen seizing a boy suddenly or pushing him violently, and to be heard scolding him in anger or punishing him in a passion? Of what is such conduct a lesson but of hypocrisy or extreme inconsistency? Can it do anything towards forming a character distinguished for gentleness and love of justice?

Passionate, hasty punishment can excite only angry feelings and produce only evil effects on the character. Neither a teacher nor a mother can strike a child *for its good* without a feeling of compassion, a pang in her own heart and a tear

in her own eye. A person fit to teach and govern ought to have power to punish. Yet I very much doubt whether even a good scholar was ever made so by blows; and I know that many who might have been good ones have been discouraged, exasperated and made bad thereby.

And so of medals, so far as I can learn from my own observation and the experience of disinterested observers, their uniform effect is apparently beneficial at the beginning of the year or term. But, as soon as it is seen, and commonly, in a few days or weeks, it is seen, that only a small number can hope to obtain a medal, the stimulating effect gradually lessens, and soon almost ceases, except upon the few hopeful ones, and a feeling of discouragement, often of despair, succeeds.

A proud, bright boy, a favorite at home, quick, but wanting steadiness and perseverance, begins with spirit; but when he finds that, to succeed, he must work resolutely every day for weeks or months, gives it up, preferring to be thought able to succeed if he would but try, to the mortification of an unsuccessful struggle.

A slow, sensible, thoughtful boy, who, looking forward to a life of toil, determines to learn what he can, during this single opportunity, studies the lessons faithfully till he understands them, and gives the time he has left to reading good and pleasant books.

A brave, conscientious boy, who has learnt at home from a Christian mother, the beautiful lesson, "in honor preferring one another," studies with a determination to be a good scholar, but to leave the honor to those who long for it. He takes no pains to surpass anybody but himself.

Of those who gain the medal, one, an ambitious boy, has given his days and nights to his lessons; has sacrificed sleep and play, and cheerfulness, and the occasion of filling his mind with sweet and profitable knowledge. He gets a medal; for his excellent memory has enabled him to answer perfectly every question, however unimportant, in history, geography, grammar and every other lesson. But he has gained no love of study, no habit of investigation, by reading for the pleasure of it and for the love of knowledge, and he has undermined a good constitution.

Another, conscientious and resolute, does every thing that he has to do as well as he can do it. He gains a medal. But it has had no effect on him; he would have been just as good a scholar without it.

Of those who struggle to the end and fail, there may be some who honestly and humbly confess that they have got as much as they deserve, and that those who have succeeded have more talent and more merit than themselves. But here is one who thinks he knows that some of the successful have less natural talent than he, and have made less honest exertion; but they have been helped as he would not be, and have accidental advantages denied to him. Here is another who has made every effort, and sacrificed every pleasure and every indulgence, and yet has failed, he knows not why. Both of these must have a little more of gentleness and submissiveness than fall to the lot of most boys, not to be tempted to envy and hate some of the successful, and to repine, and in their secret hearts to find fault with

God for not having given them better talents, or better opportunities for improving them, or skill in using them.

Then comes the great temptation to the teachers. Those teachers who have heartily approved the system of medals and entered into the spirit of the system, — glory to a few at whatever cost, and a splendid show on examination day, — must have given, if they have acted consistently, most of their attention and time to these successful few, and neglected the unsuccessful many, upon whom the medals had produced no good effect.

One of the most sacred duties of a conscientious teacher is to give as much aid as possible to the backward, dull and unpromising, who absolutely need help, and if he must neglect any, to give less to the few bright and capable scholars who are able to, and will, take care of themselves.

Let the good teacher take pains to gain the affection and win the confidence of the poor neglected, discouraged child, who is listless and apparently stupid, and often perverse, because he has never had any kind friend to love him, to watch over and aid and encourage him, to care for his soul. Let her get acquainted with him, and be patient with him, and gentle, kind and just to him, and do him all the good she can. She *will* win him; she *will* save him to himself, to his friends, to society — it may be — to eternity. And the reward of this faithful teacher shall be the deep, heartfelt blessing of the poor redeemed creature all the days of his life.

PRACTICAL LESSONS.

*Words derived from names of places.** *Peach* is derived directly from the old French *pesche*: the Italian name is *pesca* or *persica*; Spanish, *persigo*; Latin, *persicum*, i. e. Persian. *Nectarine* is itself a Persian word, meaning "the best" kind of peach.

The *chestnut* is often improperly spelt *chesnut*, as if it were the cheese-like nut. But the mute *t*, which could never have crept into the word, whatever may be the danger of its ultimate disappearance, is valuable as an indication of the true etymology, as well as of the country in which the tree was indigenous. The French *Châtaigne*, and still more plainly, the Italian *Castagna* and the Dutch *Castanie* point us to *Castanæa* in Thessaly as its native place.

Walnut has nothing to do with walls. It is properly the German *Wälsche nuss*, the nut from *Wälschland* or Italy. [*Wälsch* or *Welsh* is from the Sanskrit *mélch*, and properly signifies "a person who talks indistinctly, a jabberer," — i. e. a foreigner: *barbar*, from which we get *barbarian*, had a similar meaning. We have the same word in *Wales*, in *Wallachia*, *Walloon*, the Canton *Wallis*, *Cornwall*, etc. A *Walros* or *Walrus* is a strange horse: a *whale* (German *Wallfisch*) is a strange fish; and in German, a turkey is a *Wälsche Hahn*.]

The word *quince* preserves only a single letter of its original form. The Eng-

* We take our lesson almost entirely from that interesting English work, Taylor's "Words and Places." — ED.

lish word is a corruption of the French *coing*, which we may trace through the Italian *cotogna* to the Latin *cotonium* or *cydonium malum*, i. e. the apple of Cydon, a town in Crete.

The Jerusalem in *Jerusalem artichoke* is a corruption of the Italian *girasole* or *turnsole*, i. e. sun-flower, as being one of the plants which always turns its flower towards the sun.

The *shallot*, a species of onion, comes to us from Ascalon, as will appear, if we trace the name through the French form *échalote*, and the Spanish *escalona* to the Latin *ascalonia*. The Charlotte Russe, therefore, or still more absurdly, Charlotte de Russe of the pastrycook's *carte*, albeit containing onions no longer, should be *échalotte Russe*.

"There is an herbe," says an old voyager,* "which is served apart by itself, and is called by the inhabitants *uppowoc*; in the West Indies it hath divers names, according to the several places and countries where it groweth and is used. The leaves thereof being dried and brought into poulder, they use to take the fume or smoke thereof by sucking it through pipes made of clay into their stomacke and head." The general estimation in which the growth of Tobago was held has caused the name of this island to become the general designation of the "herbe."

"*Mohair* or *moire*, is a fabric of the Moors or Arabs of Spain; and the same skilful race after the Spanish conquest, manufactured *Jean* at Jaen; and at Cordova, *cordovan*, or *corduain*, a kind of leather prized by the *cordonniers* or *cordwainers* of the middle ages, as highly as *morocco* is by the leather-workers of the present day. Truly, the most elaborate history of the civilization of the Arabs, would fail to give us any such vivid sense of their industry and ingenuity as is conveyed by the curious fact, that the seats of their empire, whether in Africa, in Europe, or Asia, have stamped their names indelibly on so many of the fabrics in our daily use.

"As the energies of the Moslem races decayed, the Flemings took their place as the chief manufacturing people. When Leeds and Manchester were country villages, and Liverpool a hamlet, Flanders was supplying all Europe with textile fabrics. The evidence of this fact is interwoven into the texture of our English speech. We have seen that many silken and cotton fabrics were from the Arabs; the Flemings excelled in the manufactures of flax and wool. From Cambrai we have *cambric*. *Diaper*, formerly written *d'ipre* or *d'ypres*, was made at Ypres, one of the chief seats of the cloth manufacture.

"Another colony of clothworkers was settled on the river Touques in Normandy. From the name of this river we derive a whole family of words. In German the general name for cloth is *tuch* and in old English *tuck*. We read in Hakluyt's voyages a description of "the Great Turk himselfe," who had "upon his head a goodly white *tucke*, containing in lengthe by estimation fiftene yards, which was of silke and linnen wouen together resembling something of Callicut cloth (*calico*)." White trousers are made of *duck*, our beds are covered with

* Hariot, "Brief and True Report of the new found land of Virginia."

ticking, and our children wear *tuckers* at their meals. A tucker was originally a narrow band of linen cloth worn by ladies round the throat. Hence any narrow strip of cloth fastened on the dress was called a tuck or tucker, and when this mode of ornamentation was imitated by a fold in the fabric, the fold or plait itself received the same name. A weaver used to be called a tucker and Tucker is still a common proper name among us.

"From the Walloons we have *galloon*, i. e. Walloon lace, as well as the finer fabrics which take their names from Valenciennes and Mechlin. From the same region comes Lisle thread, the rich tapestry called arras, and Brussels carpets. The manufacturing capital of Flanders was Ghent, Gand or Gaunt. [John of Gaunt was John of *Ghent*.] Hence the French word *gant*, a glove, and the English *gauntlet*. In the marshes of Holland the fabrics were of a less costly type than among the wealthy Flemings. From this region we obtain the names of *Delft* ware, brown *Holland* and homely *frieze*, or cloth of Friesland."—ED.

Questions for Grammar School Teachers.—We should be glad to receive answers from our readers, to any or all the following questions:

1. What percentage of the whole school-time is spent by your pupils in the study of English grammar?
2. What portion of this time do you consider profitably spent?
3. What do you think the proper age for beginning the study of grammar?
4. What percentage of time is spent on the study of arithmetic? of geometry? of natural philosophy?
5. Would it, in your opinion, be practicable to introduce into the course of Grammar-School study, the simple principles of plane geometry, with their practical applications, and the simple principles of physical science, if the time now devoted to the study of grammar and arithmetic were curtailed? And could not text-books be constructed that would exercise the pupils' minds in arithmetical calculation in more profitable and practically useful directions, especially in connection with mensuration and natural philosophy, than is done by the present ones?—ED.

OBITUARY.

Died at his residence in Elbridge, N. Y., Jan. 19, 1867, after more than twelve years suffering as an invalid, Professor Horatio N. Robinson, LL.D., the well-known author of a Series of Mathematical Text-Books, aged sixty-one years.

Professor Robinson was born at Hartwick, N. Y. He never attended any but a district school until he was sixteen years old, when he made the calculations for an almanac, which attracted the attention of a wealthy gentleman of the neighborhood, who sent him to Princeton College. He did not remain, however, to graduate, but at the age of nineteen received and accepted the appointment of Professor of Mathematics in the Navy, which position he filled acceptably for ten years, visiting many parts of the globe.

In 1835 he married Miss Emma Tyler, of Norwich, Conn., a most estimable lady, and removed to Canandaigua, N. Y., taking charge of the Academy in that

place, and subsequently of the one at Geneseo. His health becoming somewhat impaired by teaching, he removed with his family in 1844 to Cincinnati, Ohio. Here he entered the field of authorship; and his first production, the *University Algebra*, combined so much of originality, new and practical methods, with such thorough knowledge and treatment of the subject, that it met with great success and popularity. This encouraged him to prepare several other works, all of which were published by Jacob Ernst, of Cincinnati.

He removed to Syracuse, N. Y., in 1850, and in 1854 to the town of Elbridge, where he resided at the time of his death. In 1858, the publication of his books was removed from Cincinnati to New York, where Ivison, Phinney, Blakeman & Co. continue to publish them. After this transfer, some of the best practical talent of the country was employed to assist Professor Robinson in completing his series, by adding a full course of Elementary Text-Books, and thoroughly revising and rewriting the higher mathematics. The very large and increasing circulation of these books attest their merits, and the name of the author will long be familiar to the best teachers and educators of the entire country.

He was an enthusiast in the pursuit of science, and what would have been considered severe labor and even drudgery by many, was but recreation to him. During the many long years he was confined to his room, even to the week of his death, he was constantly employed in improving and developing some new thought, principle, or method of his favorite science; and when unable to use the pen, and often while suffering the most acute pains, would he dictate for another to write. It is a rare and exceptional case to find the highest scientific talent joined to a pleasing simplicity of style, and remarkable facility in imparting instruction; and, still more rare, to find such talent devoted to the preparation of text-books adapted for the young.

His devoted and faithful wife died in the fall of 1863, respected and loved by all who knew her. He has followed her, we trust, to that better land; for although never a professed and active Christian, yet he gave unmistakable evidence in his last hours of a heart renewed by grace, and of his firm, unshaken faith in Him who saves to the uttermost all who trust in Him.

A NEW elementary Latin Grammar, under the title of *The Public School Latin Primer*, has just been published in England, with the sanction of the head masters of the nine chief public schools, — Eton, Harrow, Rugby, etc. An unhappy schoolmaster, over the signature of "A Grinder of Small Boys," utters his despair, through the columns of the *London Times*, at finding in the new production such rules of syntax as the following: "A dative of a thing is put as a complement, a dative of the recipient being often added." — "Trajective words take a dative." — "The infinitive stands prolately after prolative verbs and adjectives," etc. "Let any one," he says, "try these two latter rules on an ordinary little boy, and he will see the effect. . . . I am haunted by the small boy's look of blank astonishment when first introduced to the new philosophy." Poor "ordinary little boy!" Pedantry in England appears to be multiplying his tortures.

WE are sorry to see that a petition to our legislature, that the laws may be so altered as to allow women to serve on school-committees, was tabled without discussion; for we think that very much might be said in favor of such a measure. Every one conversant with school matters knows how difficult in many towns it is, to find men, qualified to serve on school-committees, who are willing to devote the necessary time to the service; while in the same towns there may almost always be found sensible, judicious and well-educated women, whose time perhaps hangs heavy on their hands, and to whom a public duty involving responsibility would be a positive boon. We are ourselves a member of a school-board, having charge, with one other gentleman as fully occupied as ourself, of all the schools of a large ward. We never enter a school, a Primary School especially, without feeling how much might be done to help the teacher and improve the school, which we have no time to do, and which any one of a dozen ladies we might name, in our own neighborhood, could do *better* than we could.

Female teachers are now employed with complete success in schools of all grades, up to the highest. We hope the next step will be, that women will take their fair share in school superintendence.

WE are indebted to Hon. Newton Bateman, Superintendent of Public Instruction of the State of Illinois, for a copy of his Sixth Biennial Report, and it is one of the documents that makes us lament the straitness of our limits which prevents us from transferring many of the good things contained in its pages to our own columns. We must confess to an uneasy feeling that our good old Commonwealth, instead of resting on her laurels, has got to bestir herself more actively than she is doing now, or she will be outstripped at no distant date in the race of educational improvement by these young and vigorous giants of the West. During the two years 1865 and 1866 embraced in this Report, the State of Illinois has built *one thousand one hundred and twenty-two* school-houses, at a total cost of *one million three hundred and five thousand nine hundred and sixty-one* dollars. The whole school expenditure for the two years has been over seven and a half millions. She has a State Normal School, or rather a State Normal University, containing seven hundred and seventy-two students, and on which she expended in 1865 \$16,732, and in 1866 \$16,983, and for which appropriations are asked and will doubtless be granted for the building of a house where pupils can be boarded cheaply; for a gymnasium and apparatus for systematic physical culture; and for the care, preservation and increase of the Museum of Natural Science, to say nothing of other purposes; and she has a system of *county* supervision, which Mr. Bateman calls "the right arm of power in the system."

Among other interesting topics, Mr. Bateman dwells upon one which has always appeared to us to be strangely neglected in our own State, — and that is, the importance of good school libraries, and of a class of teachers competent to show their pupils how to use them — how to read in a different sense from that of putting letters together into syllables, or syllables into words. "The ability to read the best books," says Mr. Bateman, "interpreting and possessing their mean-

ing, is a power which a teacher should seek to awaken and cultivate. Children are taught Arithmetic, Grammar, Rhetoric and Elocution in the school, but what parent insists that his child shall be taught to read in the only true sense? or what teacher remembers the true aim, scope and dignity of his profession in this regard?"

FROM Hon. W. R. White we get the third annual report of Free Schools of the State of West Virginia. Here is the story of difficulties besetting the establishment of a free-school system in a young and sparsely settled mountain State. Three hundred and fifteen school-houses have been erected during the year; two hundred more are in progress. A normal school and other essential portions of a complete system are contemplated. Thus are the steps rapidly making to redeem the benighted South from her worse than heathen darkness. The free mountaineers of West Virginia may well be congratulated on the severance of that tie which bound their home so long to their paralyzed eastern neighbor.

Corporal Punishment in Boston Schools. — Dr. John P. Ordway has recently stated that nearly 20,000 pupils have been whipped in the Boston schools the past year. "To know the relative value of such statistics," says the Boston Commonwealth, "one should know also the number of pupils in the schools, and the number of sessions they have attended. Thus, we average at least 25,000 pupils in our public schools. There were, last year, taking out the Sundays, vacations and holidays, 243 school-days, in which there were sessions each forenoon and two-thirds of the afternoons, making 405 single sessions. The number of pupils multiplied by the number of sessions equals the number of opportunities to whip a single child, which is 10,125,000!—or, to state the fact, differently, the attendance of all the children during the school year was equal to the attendance of one child that number of times. Now 20,000 whippings (it is asserted) were indulged in, with 10,125,000 opportunities: which is one to every 506¼! or, in other words, the per cent of whippings to the attendance, is just .000,198!—(*one hundred and ninety-eight one-millionth of one per cent!*) We think we can dismiss the charge of 'excessive severity' against the Boston school-teachers without further argument."

INTELLIGENCE.

The teachers of Worcester held a meeting at the High School house, Feb. 9, to organize a Teachers' Association, Colonel Chenoweth, the Superintendent in the Chair. We believe there should be such an organization in every city and town, and we are glad to see that at Worcester no distinction is made in regard to sex, but that a lady, Miss Hapgood, is Recording Secretary, and two ladies, Miss Parkinson, and Miss Wilmarth, are on the Executive Committee.

We regret to learn that the State is to lose the efficient services of Miss ISABEL C. TENNEY from the Salem Normal School, who has to go only a few rods from her former room to receive a higher salary than the Commonwealth is willing to pay. If there are any schools in which the best talent should be secured by ample remuneration, they are our Normal Schools. We do no

think it is creditable to Massachusetts that the salaries of her Normal teachers should be so low.

The Framingham Normal School is also to lose the efficient services of Mrs. FRANCES A. RICH, lately one of the Contributing Editors of this journal. She will leave school to enter upon her new sphere of life with the heartiest respect and warmest good wishes of her friends and fellow-teachers.

BOOK NOTICES.

THE NORTH AMERICAN REVIEW. — The most noticeable article in the current number of our venerable quarterly — which has more than renewed its youth under its present managers — is one which we are heartily glad to see. We refer to Mr. Parton's truthful exposition of the character of Daniel Webster. We have long thought it a great misfortune to the youth of New England that such a man should be held up before them as a model for imitation. Not a man of any great or original ideas, not eminently pure in private character, in pecuniary matters a spendthrift, and a pensioner, in his public career false to his own convictions, false to duty, to liberty, and to justice, the disappointed victim of a weak and vulgar ambition, — it will be a dark day for Massachusetts when she cannot find men better and greater than he. And we hope the time will come when the rising moral sense of the community will remove the ugly lump of iron which represents him, from our State House grounds, and substitute some figure as a companion to Horace Mann which will better represent the principles of our good old Commonwealth.

We are reluctantly compelled to reserve several other book-notices for our next number.

NOTICE TO CORRESPONDENTS.

WE often receive returned numbers of the Teacher, on which there is no hint of any kind as to the person or place whence they came. Of course, the Teacher continues to go to the persons sending them, who sometimes afterwards refuse to pay, on the ground that they had stopped the paper. We do not think that teachers who manage their affairs in such clumsy fashion are to be complimented on the brilliancy of their parts, or that we should visit their schools if we desired to fill a vacancy. We wish it to be understood that no one connected with this journal has any power of divination which enables him to tell from what quarter a paper comes, simply from its general appearance.

A teacher who is *two years in our debt* returns a number slightly rubbed in the mail, but which he had evidently taken out and unfolded, with the indorsement that he declines to take the Teacher while it is mailed in such "slovenly fashion." If he will pay us what he owes us, and his subscription for 1867, we will send him the next number enclosed in *three* distinct wrappers.

Subscribers to the Teacher who wish to have their copies bound, can have them put into good cloth binding at an expense of 50 cents, by leaving them at the Educational room.